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ABSTRACT

Using Student Team Achievement Division (STAD) to Improve Vocabulary Mastery In The Seventh Grade of SMP Al-Wachid Surabaya; Munif, M. M. 2011; Advisor: Dr. Phil. Khoirun Ni'am.

Vocabulary has been the main part of English component and has an important role in learning English as a foreign language. Teachers have to make a new innovation in teaching learning process because it will help students to learn English and avoid boredom in learning. For this reason, the writer formulates the problems as follows: How is STAD technique applied to improve vocabulary mastery? How are the students' responses towards the use of STAD technique to improve vocabulary mastery? There are many kinds of learning methodologies to learn it. One of them is Student Team Achievement Division (STAD) technique. STAD itself can be an alternative method to learn English for children and adult because STAD built a set of alternatives to traditional instruction systems or techniques in which students work in heterogeneous groups of four to six members and earn recognition, reward, and sometimes grades based on the academic performance of their groups. The subjects of the study are the students of VII B at SMP AL-WACHID Surabaya.

The researcher used The research methodology of this study is Collaborative Classroom Action Research (CCAR), which took two cycles in order to find the effectiveness of STAD technique was applied to the students learning English. Here, the researcher acted as a real teacher who taught the students, and his collaborative teacher acted as observer when the teaching learning process conducted. In this study, the researcher adopted from Kemmis and McTaggart (1998:50) which consists of four steps: (1) planning the action, (2) implementing the action, (3) observing the action, and (4) reflecting. The sources of the data were: the teachers' and students' activities in the classroom during the implementation of STAD technique, the students' response and score. Data collecting technique were: field notes, observation, questionnaire, documentation, and test.

The results of the study showed that the students could improve their ability in understanding vocabulary by using STAD technique, STAD itself can create fun situation in the classroom during English teaching learning process.

As a suggestion, process of understanding vocabulary itself is not easy to be done, but the teacher should search method and strategy that is appropriate to students' language level to understanding the meaning of vocabulary easily, and the teacher does not use memorizing vocabulary technique to improve students' ability in understanding vocabulary. The teacher should use technique to teach English, especially improvement in understanding vocabulary. STAD itself use coordination speech and action, which stimulate students to built concept the meaning of vocabulary in their brain then students understand the meaning of vocabulary easily. STAD can also create fun situation, and make students interested in learning it.

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CHAPTER I

INTRODUCTION

This introduction presents and discusses an overview of this study. After that, the problem is formulated along with the objective of the study. This is followed by the significance of the study to give information about what is and what is not included in this study. Finally, a list of important terms is defined to avoid misunderstanding of those terms.

A. Background of the Study

Teaching English as a foreign language (EFL) involves four language skills, they are listening, reading, speaking and writing. In teaching and learning process, the four language skills are taught and developed. But, being able to master those skills, the students need to acquire vocabulary as well. Related on this widespread of English, vocabulary has been the main part of English component and has an important role in learning English as a foreign language. Nunan believes that "no matter how well the students learn grammar, or how successful the sounds of the languages are mastered, without words communication can not occur in any meaningful way"¹.

¹ David Nunan, *Language Teaching Methodology: a textbook for teachers*, (New Jersey: Prentice Hall International, 1991) page: 117

implemented in teaching reading. From the result of her thesis, she concluded that the cooperative-STAD could improve the students' reading ability⁸.

The second study is conducted by Sri Sulistyawati, this research was aimed to find out the influence of cooperative learning study (STAD) to students' achievement in Math. This research was done in MAN Surabaya, and the result showed that the implementation of Student Team Achievement Division (STAD) had positive influence to the learning achievement students⁹. However, they did not investigate the effectiveness of the technique justified from the students' improvement. They suggested that a research on it be conducted.

Based on these previous studies, the writer wants to know whether STAD is effective to teach another point in learning a language, which is vocabulary. Therefore, the writer is going to propose a study entitled "Using Student Team Achievement Division (STAD) to improve vocabulary mastery in the seventh graders of SMP AL-WACHID Surabaya".

There is a similarity between this study and the previous studies. It can be seen from the technique they use. Both of them use qualitative study and use cooperative learning technique in teaching English, but in different point. The pervious study dealt with reading skill, while the other one dealt with Math

⁸ Dwi Setyorini, *The implementation of Student Team Achievement Division (STAD) technique in teaching reading to the seventh graders of SMP Negeri 1 Taman*. (Surabaya: Unpublished thesis UNESA, 2007)

⁹ Sri Sulistyawati, *The influence of cooperative learning study STAD type to students' achievement in Math in MAN Surabaya*. (Surabaya: Unpublished thesis IAIN Sunan Ampel, 2004)

This research will be conducted at the seventh grader students of SLTP AL-WACHID Surabaya, period of 2009-2010. Here, there are two classes; A and B. A class consists of 35 students and B class is too. Each class is conducted in 90 minutes for each meeting, which is twice a week (Monday and Friday); it is based on the schedule of teaching and learning process from the school. As stated by the English teacher, there, that the seventh grade students of these two classes, especially B class is less motivation in learning English; they are lazy and careless of teacher's explanation and instructions about English materials – they assumed that English is not their language, why they are demanded to learn it. This, unconsciously, influences their English knowledge – they frequently do not have much vocabulary although has already explained the material those more than twice. It happens may be caused by the teacher's technique is not interesting, make the students were bored and less motivated to study their second and/ foreign language.

F. Definition of Key Term

Definition is intended to avoid ambiguity in perception of some terms used in this study. They are operationally only applied to this study. The definitions are as follows:

STAD : A cooperative learning method consists of five components those are: class presentation, quizzes (test), individual improvement scores and team recognition.

methods emphasize the use of team success, which can be achieved only if all members of the team learn and master the objective taught. In cooperative learning, the students' tasks are not to do something as a team but to learn something as a team. So, it is not only academic achievement that will be reached but also social achievement because they also learn how to interact with others, help others, and understand that one student has different characteristics with others⁹.

There are three concepts of cooperative learning methods: team rewards, individual accountability, and equal opportunity for success¹⁰. Teams will earn certificates or other team rewards if their achievement above a designated criterion. Individual accountability means that the team's success depends on the individual learning of all team members. It means that the team members should help each other to learn and make sure that everyone in the team is ready for a quiz or any other assessment without their teammates help. Equal opportunity for success means that students contribute to their teams by improving on their past performance. The students from high, average, and low achievers are equally challenged to do their best. That is why all of contributions are valued.

⁹ Robert, E. Slavin, *Cooperative learning: theory, research and practice*. (London: Allymand Bacon, 2005) page: 5

¹⁰ *Ibid*, page: 5

individual. Although students work together, each is accountable to the group and the teacher for completion for his own part.

d. Social skills

Working collaboratively will make students develop both academic language skills and social interaction skills (cooperative skills). The example of cooperative skills are: negotiating, taking turn, making eye contact, offering and giving help, and perhaps using quiet voices. In addition, according to Slavin (2005:103), students can do an outstanding job of explaining difficult ideas to one another by translating the teacher language into their language¹². It includes ways students interact each other to achieve activity or task objective and ways students interact as teammate. Through the interaction among each other, the students will get easy to share their variable experience. They can do real work together and promote each others' learning by discussing the solution of the problem given. The learning of social skills ensures that members receive feedback on their participation, and reminds the students to practice the small group skills to work cooperatively.

e. Structuring and structures

Structuring and structures are ways to organize students' interaction. They try to interact in certain domain. Structures can be categorized in several ways. First is function, such as teambuilding, communication skill mastery, and concept

¹² Robert, E. Slavin, *Cooperative learning: theory, research and practice*. (London: Allymand Bacon, 2005) page: 103

c). Cooperative learning can help address the needs of heterogonous classes.

d). Cooperative learning offers a wide variety of technique, strategies and considerations for teachers.

c. According to Isjoni¹⁵

a). Through cooperative learning, the students do not depend on the teacher but they will be more confident with their ability to think and find information from many sources, and learn from each other.

b). cooperative learning can improve the students' ability to show ideas verbally and compare them with others.

c). Cooperative learning can help the students to respect others and realize their weakness, so that they can accept the differences.

d). Cooperative learning helps the students to be more responsible in studying.

e). Cooperative learning is a good mastery to improve the students' achievement both in academic and social skill, including developing prestige and positive interpersonal relation with others, managing the time, and acting positively toward the school.

f). through cooperative learning, the students can develop their ability to measure their ideas and understanding, and receive the feedback. The students can practice in solving their problem without

¹⁵ Isjoni, *Cooperative Learning*, (Bandung: Alfabeta, 2009) page: 46

implementation of Student Team Achievement Division (STAD) had positive influence to the learning achievement students'.

Based on the previous study, the writer wants to know whether STAD is effective to teach another point in learning a language, which is vocabulary. Therefore, the writer is going to propose a study entitled "Using Student Team Achievement Division (STAD) to improve vocabulary mastery in the seventh graders of SMP AL-WACHID Surabaya".

There is a similarity between this study and the previous study. It can be seen from the technique they use. Both of them try to apply STAD learning and teaching process. They are also expected to give a good suggestion in applying cooperative learning method in teaching and learning process.

Both of them use qualitative study and use cooperative learning technique in teaching English, but in different point. The pervious study dealt with reading skill, but in this thesis the writer chooses vocabulary mastery because it is the most important component of a language power.

The research design of this study uses collaborative classroom action research to describe the use of STAD. Here, the writer would like to describe the contribution of STAD method on students' achievement by doing such a collaborative classroom action research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains the research design, subject of the study, research procedure, data collection, and data analysis are carried out to answer the research questions. This section is devoted to describe those points in details.

A. Research Design

This study was Collaborative Classroom Action research (CCAR). The researcher acted as a real teacher who taught the students, and his collaborative teacher acted as the observer when the teaching learning process conducted. The researcher collaborated with the English teacher at the seventh graders of SMP AL-WACHID because the researcher wanted to know about the class problem by observing the teaching and learning activity, the activities of the teacher and the students when the teaching learning process happened first, especially at B class.

A collaborative action research is an approach whereby a facilitator engages with a group of participants in the context of their working environment to help define and explore certain problem and needs¹.

Since it deals with the classroom setting, this study was directed to develop the teaching strategy in order to find out a solution to the classroom's

¹ Bill Atweh, Stephen K. And Patricia W. *Action research in practice: partnership in social justice in education*, (London: Routledge, 1998) page: 212

problem in the teaching of English. To cope with the classroom's problem in the teaching of English, the researcher applies Student Team Achievement Division (STAD) during the teaching learning process.

In this study STAD is expected to solve the problems in teaching English subject focus on vocabulary. Proponent of collaborative learning clarifies that the active exchange of ideas within small groups not only increases interest among the participants but also promotes critical thinking². According to Johnson and Johnson, there is persuasive evidence that cooperative teams achieve at higher levels of thought and retain information longer than students who work quietly as individuals³. The shared learning gives students an opportunity to engage in discussion, take responsibility for their own learning, and thus become critical thinkers⁴.

One of distinctive features of Classroom Action Research is collaboration between teacher and researcher within understanding, dealing with problem, and taking decision to appear an action⁵.

The data of this research were analyzed and described in the form of words without using any statistical matter. The researcher describes the condition of the classroom when this technique was applied and analyzed the students'

² Gokhale A.A, 1995, Collaborative Learning Enhances Critical Thinking. *Journal of Technology Education Volume 7, Number 1 Fall 1995*, page: 3

³ R.T. Johnson and D.W. Johnson, *Action research: cooperative learning in the science classroom*, (Virginia, Association for Supervision and Curriculum Development, 1986) page: 30

Totten, S., Sills, T., Digby, A., & Russ, P. *Cooperative learning: A guide to research*. (New York: Garland, 1991) page: 231

⁵ Suranto, Basrowi, Sukidin. *Manajemen Penelitian Tindakan Kelas*, (Surabaya: Insan Cendekia, 2007) page: 22

responses in a descriptive way. He also took quantitative data obtained from the school, such as student achievement data from tests, the data obtained from observation sheets and questionnaire.

The design of classroom action research used in this study was a cyclical process adopted from Kemmis and McTaggart (1998:50) which consists of four steps: (1) planning the action, (2) implementing the action, (3) observing the action, and (4) reflecting⁶. The cyclical process can be seen in figure 3.1.

The data for this study was taken from four meetings. This action was carried out in one cycle and continued to the next cycle until the criteria of success could be achieved. It was done based on the time schedule that had been arranged afterward. The implementation the action was conducted by the researcher as long as one a half month in four meetings.

B. Subjects of the Study

This study was conducted at SMP AL-WACHID, which is located on Jl. Raya Rungkut Kidul No. 99 Surabaya. The subjects of the study are the students of VII B at SMP AL-WACHID Surabaya which consists of 35 students. A class is involving 16 males and 19 females, and B class is involving 20 males and 15 females. The researcher took B class. As stated by the English Teacher or collaborator, that the seventh grade students of B class were having low motivation in learning English, some of them are lazy and careless. They assumed

⁶ S. Kemmis and R. McTaggart, *The Action Research Planner*, (London: Falmer press) page: 5-6

that English is not their language, why they were demanded to learn it. This fact, unconsciously, influenced their English although the teacher had already explained those more than twice. Some considerations why the writer chosen those students were:

1. The seventh grader students are the basic level in Junior High School. So that, the first thing that should be comprehended by them in learning foreign language is vocabulary. It should be begun from the basic level that is the seventh grade of Junior High School students.
2. They had heterogonous characteristics such as intelligences, genders, and come from different social background of the families. Therefore, the use of STAD suited the condition of the class.

C. Research Procedure

Since this was Collaborative Classroom Action research (CCAR), the researcher was involved in the teaching learning process. He observed the teaching and learning activity, the activities of the teacher and the students when the teaching learning process happened first. Then the researcher acted as the teacher who teaches the students. And his collaborative teacher (the English teacher in that school) acted as the observer who observed the teacher and the students' activities when the teaching and learning took place. Then the writer asked the students' responses towards using of STAD technique in learning vocabulary by using questionnaire.

The study was conducted under the following procedures: preliminary study, planning, implementing the plan, observing, and reflecting. These procedures were adapted from Kemmis and McTaggart' model (in Hopkins, 1993:49) as shown in the figure 3.1

The first step of the study was begun by doing preliminary study toward the English teaching learning process at the second semester of

C.4 Observing the Action

Observation was conducted to identify the classroom phenomena happening during the teaching learning process. It was conducted when the action was being applied. Observation checklist and field notes were employed to facilitate the observer conducting the observation. The observation was to monitor whether the teacher did each step of the action well or not. Besides, the observation was also to monitor the students' responses toward the action given by the teacher during the teaching and learning process. The result of the observation and the field notes became input for the improvement of the teacher performance in the following meetings as well as in the next cycle.

C.5 Reflection

In reflecting step, the researcher focused on making a judgment whether the study was successful or not. Here, the researcher compared the result of data analysis with the criteria of success. This study was continued to the next cycle when the criteria of success were not achieved yet. In the next cycle, the researcher made some revisions on the teaching strategy.

Reflection was concerned with analysis, feedback, and adoption as a recursive cycle in the classroom. The results of reflection became input for improvement of teaching and learning activities. According to Farell, there are two sorts of reflection employed in the study; namely reflection-on-action and

reflection-for-action⁷. Reflection-on-action dealt with thinking back on what the teacher had done in implementing the action and on the students' behavior in joining the class. It was conducted after teaching and learning process on each meeting. It was based on the results of the observation and the field notes, and then it was crosschecked with the collaborative teacher. Crosschecked was to share perception about the strengths and the weakness of teacher in implementing the action. Moreover, it was also used to check the students' behaviors in doing the task. In brief, the objective of reflection –on-action was to improve the teacher steps in implementing the action in the meeting.

Reflection-for-action was a reflection as a total process conducted at the end of each cycle. It was made to judge to what extent the students' ability in each cycle had been improved. In addition, the strengths and the weaknesses in implementing STAD for several meetings are also evaluated.

D. Source of Data

The data of this study were the result of observation checklist to the implementation of STAD to improve vocabulary mastery, and the result of questionnaires to know the students' responses towards the use STAD to improve vocabulary mastery. The data of the study were obtained from the result of observation checklist, documentation and the questionnaire.

⁷ T. Farrell, *Reflecting Teaching the principle and Practice*. (London: English Teaching Forum, 1998) page: 10

The researcher got the data through informants, learning activities and the documents. The Informants were the teachers who know about the implementation of cooperative learning and have been applying it in teaching and learning. The data consists of the process of STAD, training manuals, syllabi, lesson plans, student assignment reports, and other supporting data.

The data were classified into qualitative and quantitative. Qualitative data includes words and actions, prints, photographs; while quantitative data was in the form of statistical data, with explanations as follows:

1. Qualitative data

a). Words and actions

Words and actions were observed from the results of field notes and record observations.

b). Written sources

Written sources could not be separated from other sources. Researcher received data originated from the supporting books, school records, personal papers and official documents.

C). Photo

Researcher took a photo as one of the evidence has been
conducting research in SLTP AL-WACHID

2. Quantitative data

Quantitative data were obtained from the students' task and questionnaire.

E. Research Instrument

Research instruments are used to collect the data to answer all of the statement of the problems. The research instruments are observation checklists, questionnaires and documentations.

1. Observation checklist

An observation checklist is used to gather, inspect and observe any information on what was going on the classroom when STAD technique is implemented during the teaching and learning process. The answers of the checklist would be the answer of the first question of the research problem. The indicators in measured in the observation checklist were:

1. The topic used which comprises 3 items
2. The teaching-learning process which is divided into teacher activities which have 8 items and students activities which consist of 7 items (Appendix 1-4).

2. Field Note

The field notes are used to investigate the teacher's and students' activity which are beyond the observation checklists. It contain written descriptions of what the observer heard, saw, experienced and thought when reflecting the data during the teaching and learning process in the classroom. These field notes were intended to anticipate the possibility of losing the relevant data during the implementation of

action. The aspects include the appropriateness of the technique used, and the students' behavior and the problem during the implementation of STAD. (See appendix 5-6).

3. Questionnaire

Questionnaire is used to know the students' responses towards using of STAD to improve vocabulary mastery are applied. Saifuddin (2001) said that questionnaire itself is in the form of questions concerning the main idea which is needed by the researcher. Questionnaire is used by researcher to take cognitive and affective aspects of students. (Appendix 7)

5. Documentation

Documentation is obtained from the calculation of weeks, days, and effective and ineffective hours for a semester, syllabus, lesson plans, minimum completeness criteria (MCC) and semester program made by the teacher. It was also done to know the assessment of teacher.

F. Techniques of Data Collection

In this study, the writer took three steps. First, did an informal interview with the teacher whether she had used STAD technique or not before. This action was conducted to get more information about the seventh grade of B class.

Second, the researcher analyzed the result of observation checklist that was done by his collaborative teacher as the observer who observed the teacher and the students' activities when the teaching and learning took place. In the process of analyzing the result of the students' active involvement during the class, the students were considered to be students' actively involved in the students' activity during teaching learning process.

The third, the researcher analyzed the result of the test, reading comprehension test was conducted at the end of each cycle.

The last step, the researcher analyzed the questionnaires which were given to the students with the follow formula:

$$P = \frac{f}{N} \times 100\%$$

P = Minimum Value of mastery learning

F = total earned

N = the number of students

And then the writer interpreted the questionnaires about the students' responses towards the use of STAD technique.

G. The Criterion of Success

The criterion is set up in order to judge whether the implementation of the action is being effective or not. Therefore, the criteria are used to see whether the

Table 3.1**The degree of student's improvement points**

No.	Students' score	Improvement point
1.	More than 10 points below base score	5
2.	10 points below to 1 point below base score	10
3.	Base score to 10 points above base score	20
4.	More than 10 points above base score	30
5.	Perfect paper (regardless of base score)	30

Cited from: Slavin, 2005:80

In determining the reward, there is a certain criterion as follows:

Table 3.2**Team Average Criterion**

Team Average Criterion	Award
15 points	Good team
20 points	Great team
25 points	Super team

Cited from: Slavin, 2005:80

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research findings, which includes implementation of Students Team Achievement Division (STAD), improvement after using STAD technique, and students' response when using STAD technique.

A. Implementation of Students Team Achievement Division (STAD)

In the implementation of STAD technique, the researcher presents the result of four cycles. In every cycle includes planning, implementing, observing, and reflecting.

1. First Cycle

a. Planning

In this step, the researcher discussed with Mrs. Pipit as the English teacher about the students' problems during the teaching-learning process. From this case, the researcher offered to Mrs. Pipit to implement Students Team Achievement Division (STAD) as a method to learn English, especially to improve students' ability in vocabulary understanding. STAD built around the coordination of speech and action, and the students found it easier easy to understand the meaning of vocabulary in command, sentences and action verb. STAD also made students fun and

First action was conducted on Monday, May 03rd 2010 on 09.45 to 11.30 a.m. at SMP AL-WACHID Surabaya. First cycle was conducted by the researcher itself. Mrs. Pipit gave occasion to the researcher to conduct it by himself, and Mrs. Pipit was only as an advisor and informer. Before the first action was conducted by the researcher; the researcher prepared a lesson plan, the material about "Physical Appearance", check list, field note, task and test as the instruments to collect the data.

Second step, the researcher prepared observation check list and field-note as the instrument to collect the data during the implementation of STAD technique. The researcher collected the data concerned with the implementation of STAD technique, the teachers' and students' activities during teaching-learning process

The last step, reflection was conducted in the end of the first action. Reflection related to the evaluation, before conducting it, the researcher provided a task to measure the students' ability in understanding vocabulary, especially "Physical Appearance". Assignment focused on reading activity, so the researcher prepared "Physical Appearance" task.

b. Implementing The Action

On the first activity, the teacher elicited new words through “Whispering words” game. The researcher divided some students into some groups, and then the researcher gave some clues by action based on the word list below:

Fat	eyebrow	thin	tongue	finger	bald	straight hair
Curly hair	blond hair	long hair	chubby	pointed nose		
Slanted eyes	wavy hair	flat nose	forehead	head		

Figure 4.1 Physical appearances

On the second activity, there was a class presentation. Teacher gave and explained the materials which were related to what students would discuss. Teacher encouraged the students by relating the topics with their daily life. Teacher asked all students "Do you ever know "Physical Appearance"?" Students' responses: "No, I don't know". For this answer, the teacher gave examples by using speech and action "Can somebody come forward, please? A student came and teacher asked "what is your name? He answered "Yusman, sir". Teacher said to class "ok, I will express about Yusman". He (Yusman) is fat enough, his eyes are wide and also he is the captain of this class. "So, do you know what I do?" teacher asked. "Describing someone, sir!" students said. From those, most students knew that Describing is "Menggambarkan". Based on it, the teacher invited students to come forward and describe the physical appearance. This activity was called by class presentation.

On the third activities, students were divided into five groups where each group has various abilities. And each group consisted of seven people.

c. Observing

During the implementation the action, there were cooperation among the teacher and students. In the classroom, students paid attention to the teachers' instruction. The teaching

d. Reflecting

In this cycle, the researcher found there were some important points that should be given more attention. The first was about the technique. It was found that there were many students who were still confused about the rules. Here, the researcher

should explain the rules more clearly to them. Beside, he had to give more attention in introducing the technique of the game to control the students' interaction well. The second was about time allocation. Most of the students made mistake in their role and took a longer time to play the game. Seeing this, it was important for the researcher to control the time allocation to play the game. The next was about the class setting. The undetermined group made the students' seating arrangement messed up. So, in the next meeting, the group's members had to be written in order not to spend much time to look for their own group each other.

2. Second Cycle

a. Planning

In this step, the researcher took “Profession” as a material, because the researcher thought that this material could be introduced by speech, action and grouping. The main objective was listening to descriptive text. In this stage, the researcher who acted as the practitioner made some improvement based on the result of the first cycle. It was about the explanation. Here, the researcher planned to explain the rules clearly than before. He also planned to try answering any questions related to the technique in order the students got clear explanation and understood what they would do.

This action was conducted on Friday, May 21st 2010 on 9.30 to 10.45 a.m. Before the implementing the action, the researcher prepared a lesson plan, check list, field-note, task and test.

As the first step, the researcher searched material that was related to profession in textbook and the students' worksheet. Next, the researcher created a lesson plan by considering: (1) Objective of teaching-learning process, (2) Source of materials, (3) Teaching-learning activities in the classroom and (4) Evaluation and assessment (see appendix 17).

The second step, the researcher prepared observation check list and field-note. The researcher collected the data concerning the implementation of STAD technique, the teachers' and students' activities during teaching-learning process in the classroom, and the students' response during teaching-learning process by using STAD technique (see appendix 6).

The third step, the researcher prepared a task to measure the students' ability in understanding kinds of profession. The assignment focused on writing skill, so the researcher chose writing activities that was appropriate with their level and interest, namely: matching pictures with suitable word (profession), and fill in the blank.

The last step, the researcher prepared a test as the students' evaluation in the reflection step. As an instrument in evaluation,

the researcher chose descriptive text in the dialog form about profession shortly (see appendix 13).

b. Implementing The Action

This action was conducted by the teacher on Friday, May 21st 2010 on 9.30 to 10.45 a.m. The teacher focused on reading and writing skill.

Firstly, the teacher elicited new vocabulary by using “Gesture” game, which the teacher invited some students as model to demonstrate the action based on the pictures below:



Figure 4.2 kinds of profession

Teacher gave and explained material which was related to what students would discuss. Before giving material, teacher encouraged the students by relating the topics with their knowledge. He also gave opportunities for the students to ask any questions about the rules. It was done because he wanted to make sure the students got clear explanation. Then, the researcher explained the interrelated topic that would be taught to the students about descriptive text and the generic structure of the text. This activity namely was class presentation.

The next activity was team work. The teacher provided task by grouping activity. The task was about the appropriate profession to man and woman and what the reason is.

Which jobs are suitable for men and which ones are for women? Why? Discuss in groups of four, fill in the columns and write your reason!

Jobs			
For men		For women	
Names of jobs	Reasons	Names of jobs	Reason

It means during the application, students did the worksheet together within their team mates. They read and understood the material. Next, they did the task in the worksheet together. It is very important in cooperative learning method because it needed more discussion to master the material and solved the problems.

Thirdly, the teacher provided a task to students. The instructions were:

- ## 2) Disadvantages

B. Improvement After Using STAD Technique

In this case, the researcher tried to change the method and strategy to teach English, especially vocabulary from Grammar Translation method into Student Team Achievement Division Technique. According to the result of observation previously, the teacher used translation technique. It means that most activities in the classroom used translation activity from English into Indonesia or Indonesia into English, and as supplementary activities complement, she explained grammar or structure directly. The researcher states that using Grammar Translation method was not suitable to apply in

From this reason, the researcher tried to improve the students' ability in understanding vocabulary by using STAD technique to introduce and explain new vocabulary in secondary school. While the researcher applied it, the researcher was also used some ways of introducing new vocabulary, such as: the real things i.e. pictures, draw and sketch, and explanation verbally. The researcher used pictures as the instructional media in every cycle to ease the teacher in introducing new vocabulary.

This evidence could be reinforced by the students' scores (see appendix 14). It presented that STAD technique can improve the students' ability in understanding vocabulary during teaching-learning process.

The third is about the students' responses of the students' opinion about the advantages and disadvantages of using cooperative learning for teaching vocabulary. It is described that 48, 5% of them admitted that they liked vocabulary because by mastering vocabulary can help them to understand or comprehend the content of the topic. Even though 17, 1% do not seem to like learning vocabulary. Their vocabularies were adequate to discuss the related topic. After the implementation of the strategy, there were 82, 7% of students who stated that the technique was very necessary to be implemented in SMP AL-WACHID Surabaya. This is because the technique was beneficial to improve students' vocabulary. Based on the result of the questionnaire, it could be concluded that this technique has many advantages for students in enhancing their vocabulary.

The fourth is about the students responses of the teacher's role in the application of the technique. The result showed that 62, 8% of students mentioned that the teacher helped them to participate actively in the activity. In addition, they also stated that the teacher gave them opportunities to ask questions related to the topics. It could be concluded that the teacher's role

inhibiting them for practicing the target language. So, by using STAD technique, the students could improve their vocabulary.

2. The students' responses toward the use of STAD technique were very good. The questionnaires showed that 42, 8% of the students' stated that this technique was very necessary to be implemented at SMP AL-WACHID Surabaya. In addition, 54, 2% students liked the technique which was used by the teacher since they could improve their sense of unity, responsibility and self confident by helping each other in their group. They also could solve their task or job easily when they worked in groups. They agreed that this technique was beneficial to improve students' vocabulary. It could be concluded that this technique has many advantages for the students in mastering vocabulary.

B. Suggestion

In order to improve the students' vocabulary mastery and the process of English teaching learning more fun and well, the researcher suggest to the English teacher has to formulate his/her technique as follows:

1. The teacher should have a good preparation when using their technique.
Before using a technique, s/he should understand the technique in depth in order to avoid some mistakes like what happened in this study.
2. Besides having good preparation, teacher should monitor the students' activity well to avoid students' domination in their groups.

